

Sunflower Seed

Northborough School, Church Street, Northborough, PETERBOROUGH, PE6 9BN

Inspection date	08/11/2012
Previous inspection date	08/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Practice at the setting is based on a secure knowledge and understanding of how to promote the learning and development of young children, enabling them to make good progress towards the early learning goals.
- The key person system supports parents to share information about children's learning outside of the setting and this means children develop self-confidence and form secure attachments with practitioners who know them well.
- Practitioners provide sensitive, individualised support for children as they settle in, which means they feel reassured and cared for.
- Practitioners engage enthusiastically with children in their play, offering them exciting activities, which enable children to develop their imagination and think creatively.
- Children are well prepared for their move to school because effective partnership working has been established between the setting and local schools.

It is not yet outstanding because

- Children are not fully supported to develop their personal, social and emotional skills. For example, staff are not consistent in encouraging children to develop good manners at mealtimes.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom, the back playroom, outdoor area and orchard.
- A joint observation with the manager observing an information communication technology related activity involving the use of torches.
- The inspector held a meeting with the manager of the setting and spoke to children's key persons as appropriate during observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day as well as information included in the setting's own parent questionnaires and Ofsted self-evaluation form.

Inspector

Deborah Hunt

Full Report

Information about the setting

Sunflower Seed pre-school was registered in 1980. It is run by a voluntary managed committee and operates from a mobile classroom in the grounds of Northborough Primary School in Peterborough. The setting has the use of two classrooms, a kitchen, office, entrance area and toilet facilities. Children have access to an enclosed outdoor play area.

The setting provides a pre-school and before and after school club from 8am until 6pm on weekdays throughout the year. A holiday club is also provided for children aged between two-and-a-half and 11 years during all school holidays, when there is demand.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll within the early years age range, who attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There is a total of seven staff, including a manager and deputy, of whom six are qualified to level 3 or above. The manager holds a level 4 qualification. The remaining member of staff holds a level 2 qualification and is working towards a level 3. The setting is a member of the Pre-School Learning Alliance and provides funded early education for two-, three- and four-year-old children. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the programme for personal, social and emotional development by creating opportunities for children to develop independence and positive behaviour at mealtimes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a positive impact on children's learning and development at this well run and welcoming setting. Children make good progress in relation to their starting points and ability, the length of time they have been at the setting and how frequently they attend. Children's starting points are gathered prior to entry through completion of an 'All About Me' booklet which asks parents to comment on their children's care requirements and learning to date. Rigorous assessment on entry enables practitioners to accurately pinpoint children's next steps and plan using their key interests. They know individual children well and planning is devised to promote children's good progress towards the early learning goals. Plans show differentiation to accommodate children's differing ages and abilities. The deputy manager oversees this process. This ensures the educational programmes deliver depth and breadth across the seven areas of learning. Practitioners have all completed training in the revised Early Years Foundation Stage and practice is therefore based on a secure knowledge of the characteristics of learning.

Regular, careful assessments of children enable practitioners to provide activities which reflect children's interests and enhance their learning and development. They engage effectively with children, listening to and observing them to know when to offer support or allow children to direct their own play. Skilful use of open-ended questions encourages children to develop their vocabulary as they respond expansively. Very young children, those with special educational needs and/or disabilities and those who speak English as an additional language are provided with sensitive, thoughtful support. For example, a new, very young child is sensitively managed to help him understand the rules about not climbing on furniture and is distracted to engage in other activities. Practitioners engage with external agencies and parents to secure appropriate support and to encompass children's needs within the educational programmes. Children therefore make good progress in their learning. All children are enthusiastic and engaged in their learning, and display the characteristics of keen learners.

Children enjoy a stimulating range of experiences, which engage and challenge them. They respond positively to the activities on offer, which encourage them to think critically and imaginatively. For example, in small groups they make their own play dough, adding peppermint essence, glitter and food colouring. A child engages with a practitioner to explore the concepts of weight and measurement and together they enjoy the texture and feel of the lentils, which they pour into different-sized containers. The child is offered time to complete their investigation and is not hurried to finish as other children prepare for lunchtime. Children develop their ability to concentrate as they build towers in the construction area. They name the colours of the bricks and count them as they build the towers higher and exclaim with delight when they have completed them. A practitioner recognises their achievement and invites them to take a photograph. Both children are invited to do this and take pride in their accomplishment. A very young child is provided with sensitive support as she struggles to use a hole-punch at the mark-making table. The practitioner spends time with her, allowing her to investigate and try it herself, before gently providing her with guidance to achieve her aim. Children have fun with practitioners playing in the leaves outside, listening to the sound as they crunch under their feet and exuberantly throwing them into the air. They develop imaginative games and time passes quickly for them as they are engrossed and busy in their play.

Children's development in the prime areas is given high priority and this is reflected in the

planning. Children's communication and language skills develop effectively as practitioners talk to them offering informative responses. This helps them develop confidence in their ability to speak and use a wide range of vocabulary. For example, during a dinosaur hunt they find sticks and learn that a very straight stick is called a cane. They sing spontaneously emphasising new words learned such as 'shiny' and 'splashed'.

Children are active learners who enjoy using continuous provision in their indoor and outdoor play, such as the mark- making provision and water and sand play. They jump, stomp, march and hop as they sing outside. They run freely across the field, delighting in kicking a newly rediscovered ball. They know one another well and are encouraged to be friendly and behave well. They learn to help as they tidy away or support a friend to put on his slippers. They develop a sense of community on visits to the local hairdresser and butcher. They take a bus ride to the local old people's home, where they deliver the harvest produce they have collected. They sing for them while there and offer them homemade cakes they have made specifically for this purpose. Such opportunities mean children are developing the necessary skills to support their next steps in learning and consequently helps prepare them for their transition to school.

The contribution of the early years provision to the well-being of children

Children demonstrate that they feel safe and secure at the setting as they form appropriate bonds and emotional attachments with practitioners, especially their key person. The small, friendly team provide children with consistency and a warm welcome each day. Children are cared for in a well-resourced, stimulating environment. They are happy and engrossed in what they are doing as practitioners support them to take full advantage of all that is on offer. Routine risk assessments ensure that indoor and outdoor environments are safe. Children generally behave well and new children who are unsettled are provided with sensitive support. They share toys, play cooperatively and staff intervene skilfully to help them manage minor disputes. For example, two children building towers began to disagree about whether a play person or additional brick should top the tower. The practitioner diffuses their escalating concern by suggesting a solution. This is received with delighted surprise by both children, who then continue happily in their play.

Children develop independence as they learn to manage personal hygiene routines, put on and remove coats and shoes, and help themselves to fruit during the rolling snack time. They explore their surroundings on trips to the village and take letters to the post box. They visit a nearby market town to enjoy a fish and chip lunch. Their immediate vicinity offers them exciting opportunities to explore and investigate. They use the school playground and field for active play and enjoy bug hunts and search for dinosaurs in the adjacent orchard. They delight in examining bugs they find under a microscope and exclaim as they see a fox. They are completely engrossed as they search for dinosaurs using their torches, find 'dinosaur eggs' in an old tree stump and gather 'dinosaur food'. This activity develops from indoor play with dinosaurs and their request to make a tent which prompts the use of torches. They read about a grumpy dinosaur at the picnic table in the orchard and compare a feather they find with his hair. This heightens their interest and they begin their search again with renewed vigour and enthusiasm.

Conversation flows easily throughout the day between children and adults. Use of the Every Child A Talker (ECAT) tools within the setting is having a positive impact on children's developing speech and language skills. In the secret garden, children learn to nurture and grow plants and vegetables. They grow potatoes and runner beans. They enjoy regular dance sessions and relate both sessions to the benefits of developing a healthy lifestyle. They discuss the contents of their lunch boxes and are encouraged to eat healthy foods first. Conversation is informal, follows children's interests and often includes a healthy food conversation. However, children are not routinely reminded about good manners to support their future social skills.

Transitional arrangements are effective. The majority of children move on to the school on site and enjoy time with the reception teacher. They visit the school in the summer term prior to transfer to become familiar with their surroundings. The practitioners work closely with the school to further ensure children are well prepared. They also liaise effectively with other Early Years Foundation Stage providers and schools where a small number of children attend or move on to. They share summary documents to ensure children experience smooth transitions.

The effectiveness of the leadership and management of the early years provision

Effective leadership and management systems ensure that children are cared for well and their learning and development is supported through capable implementation of the Early Years Foundation Stage. The committee provides sound business support, which facilitates the smooth running of the setting. The manager has an in-depth knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Together with the deputy manager she professionally oversees the delivery of the educational programmes. The manager understands her overall responsibility and ensures the safeguarding and welfare requirements are implemented. The environment offered is therefore welcoming, safe and stimulating.

Practitioners are capably monitored, coached, mentored and supported by the manager. A well-established system of annual appraisals and supervision meetings ensures practitioners feel valued and develop their skills. Continuous professional development arises from identified priorities and staff needs. In addition, a regular training audit ensures that this process receives high priority. Routine, ongoing renewal of core courses such as safeguarding and first aid help ensure practice remains current and thorough. Practitioners share new information received in training through team meetings and by using the staff communication book.

Effective recruitment procedures ensure that only those suitable to work with children are appointed and a thorough induction process is in place. Children's safety is given high priority at the setting. Regular risk assessments are undertaken and are routinely reviewed and children carry out activities, receiving careful explanations to ensure they develop an awareness of how to keep themselves safe. For example, they study road safety and

enjoy practising crossing the zebra crossing correctly in a quiet village cul-de-sac. Practitioners have all received safeguarding training and have recently updated this; all are clear about the procedure to follow should they have any concerns about a child in their care. Children demonstrate through their behaviour that they feel safe and secure in their environment and that they trust those responsible for their care.

Partnership working is effective and supports children who need additional input to make good progress in their learning and development. For example, a child receives sensitive support to help him settle as he learns what constitutes acceptable behaviour in the setting.

Continuous self-evaluation ensures that action plans are formulated to address any changes necessary. This means educational programmes have sufficient depth, variety and breadth, provide challenge and meet the needs, attitudes and interests of individual children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY257620
Local authority	Peterborough
Inspection number	889873
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	14
Number of children on roll	20
Name of provider	The Trustees of Sunflower Seed Pre-School
Date of previous inspection	08/12/2011
Telephone number	07718 422708

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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